Module 5
Facilitator Guide

Focus on Deepening Implementation

Connecticut Core Standards for English Language Arts and Literacy

Grades 6–12

Systems of Professional Learning

Connecticut Core Standards Systems of Professional Learning

The material in this guide was developed by Public Consulting Group in collaboration with staff from the Connecticut State Department of Education and the RESC Alliance. The development team would like to specifically thank Ellen Cohn, Charlene Tate Nichols, and Jennifer Webb from the Connecticut State Department of Education; Leslie Abbatiello from ACES; and Robb Geier, Elizabeth O'Toole, and Cheryl Liebling from Public Consulting Group.

The Systems of Professional Learning project includes a series of professional learning experiences for Connecticut Core Standards District Coaches in English Language Arts, Mathematics, Humanities, Science, Technology, Engineering, Mathematics (STEM), and Student/Educator Support Staff (SESS).

Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

Instrumental in the design and development of the Systems of Professional Learning materials from PCG were: Sharon DeCarlo, Debra Berlin, Mary Ellen Hannon, Jennifer McGregor, Judy Buck, Michelle Wade, Nora Kelley, Diane Stump, and Melissa Pierce.

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the RESC Alliance
CONNECTICUT ALLIANCE OF REGIONAL EDUCATION SERVICE CENTERS

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SESSION IMPLEMENTATION **8**

Module Description

Prerequisite	None
Duration	Full day
Outcomes	By the end of the module, participants will accomplish the following: • Increase expertise in evaluating CCS-aligned units and lessons with the EQuIP Rubric • Know the value for teachers in collaboratively examining student work • Learn a protocol for examining student work from a performance assessment • Know the importance of providing clear learning targets and constructive feedback that encourage perseverance and excellence • Become familiar with the Instructional Practice Guide and use it to observe CCS-aligned lessons • Understand the change process and consider how to support teachers in implementing the CCS • Consider where their school or district is in the change process and possible next steps • Collaboratively plan for sharing key components of modules in Connecticut Systems of Professional Learning within schools and districts

Resources Required

- Chart paper, markers, pens, highlighters, nametags, post-it notes
- Participant Guide for each participant
- Handouts:

Session Preparation

Tables should be arranged so participants can work in groups.

Session at-a-Glance

Introduction (10 minutes)

- Welcome and introduction to module outcomes
- Session agenda

Introductory Activity

Welcome participants and spend few minutes going over some of the other initiatives that are going on around the state (slides 4–8). Then, participants will spend a few minutes completing a Pre-Assessment.

Supporting Documents:

- Pre-assessment

PowerPoint Slides:

- 1–10

Part 1: Sharing Successes and Challenges (20 minutes)

Activity 1: Sharing Success and Challenges

Participants will note successes, challenges, activities, and conversations that have arisen in their school or district relative to Module 4.

Supporting Documents:

- Notepad responses

Materials:

- Chart paper, sticky notes

PowerPoint Slides:

- 11–15

Part 2: Supporting Teachers in the Change Process (60 minutes)

Activity 2a: Supporting Teachers in Making the Change to CCS-aligned Instruction

Participants will use the *Stages of Concerns Continuum* to identify where a fictional teacher may be regarding implementation of the CT Core Standards. Participants will determine ways to support the teacher as he moves through the change process and discuss ways to support their own staff as they continue to implement the standards and a new curriculum.

Supporting Documents:

- Supporting Staff through the Stages of Concern Continuum. Adapted from: Hall, G.E. & Hord, S.M. (2006). Implementing change: Patterns, principles, and potholes (2nd ed). Boston: Allyn and Bacon.
- Stages of Change: Fictional Case Study. Adapted from Expeditionary Learning. July 2013 NTI: Grades 3-8 ELA Turnkey Kit - Session 3B. EngageNY.

PowerPoint Slides:

- 16–26

Think-Pair-Share

Participants read the Seven Norms and select one they do well and one they would like to improve upon.

Supporting Documents:

- Supporting Staff through the Stages of Concern Continuum. Adapted from: Hall, G.E. & Hord, S.M. (2006). Implementing change: Patterns, principles, and potholes (2nd ed). Boston: Allyn and Bacon.
- Stages of Change: Fictional Case Study. Adapted from Expeditionary Learning. July 2013 NTI: Grades 3-8 ELA Turnkey Kit - Session 3B. EngageNY.
- Seven Norms of Collaboration. Adapted from Garmston, R., and Wellman, B. (2009) The Adaptive School: A Sourcebook for Developing Collaborative Groups, 2nd edition. Norwood, MA: Christopher Gordon. Retrieved from http://www.thinkingcollaborative.com/norms-collaboration-toolkit/

PowerPoint Slide:

- 30

Activity 2b: Providing Effective Feedback

Participants identify five essential skills for CT coaches that will support them when providing feedback to teachers. Through the use of a coaching session video, they will recognize the use of the essential skills to enable the teacher to grow instructional skills in the classroom.

Supporting Documents

- *Essential Skills for Coaches in Action* tool

Video

- *Observation and Feedback: Probing to Identify the Problem* (2012). Retrieved from https://www.youtube.com/watch?v=bBeNs1Q2kXk

PowerPoint Slides:

- 27–34

Part 3: Assessing Written Curriculum with the EQuIP Rubric (60 minutes)

Activity 3a: Building Expertise with the EQuIP Rubric

Using a jigsaw approach, participants will read, discuss, and build expertise on one section of the EQuIP Rubric and share with their table groups.

Supporting Documents:

- EQuIP Rubric. Retrieved from http://www.achieve.org/EQuIP

PowerPoint Slides:

- 36–41

Activity 3b: Reviewing the Quality of a Written Lesson with the EQuIP Rubric

Based on the selected text, *A Closer Look at "Mother to Son",* participants will review the quality of a written lesson using the EQuIP Rubric and discuss ways to use the rubric within their school.

Supporting Documents:

- EQuIP Rubric. Retrieved from http://www.achieve.org/EQuIP
- Sample Lessons (located in the Appendix of the Participant Guide)*:*
  - *Grades 6-8: Voices from Little Rock: Understanding the Civil Rights Movement through Primary Sources.* Grade 8 Social Studies: Lesson 8 - Reading Brown vs. Board of Education. Retrieved From: http://achievethecore.org/page/814/voices-from-little-rock-understanding-the-civil-rights-movement-through-primary-sources
  - *Grades 9-12: Andrew Carnegie: "The Gospel of Wealth" (1889)* – A Close Reading Grade 11. Retrieved from: http://ctcorestandards.org/?page_id=2623

PowerPoint Slides:

- 42–43

Part 4: Collaborative Examination of Student Work from Performance Tasks (70 minutes)

Activity 4: Examining Student Work from a Performance Task

Participants will deepen their understanding of performance tasks as evidence of student learning.

Supporting Documents:

- Discussion Prompts

- Modified EQuIP Student Work Protocol: *Modified for CT Core Standards Systems of Professional Learning from EQuIP Student Work Protocol - ELA/Literacy. Retrieved from http://www.achieve.org/files/ELA%20Student%20Work%20Protocol%20FINAL_1.pdf
- NYC Department of Education. Grades 9-10 "The Power of New Media" Performance Task. Retrieved from http://schools.nyc.gov/NR/rdonlyres/8C901879-B581-437F-8531-2EF5BF51FAB7/0/NYCDOEG9_10LiteracyNewMedia_Final.pdf
- NYC Department of Education. Grades 9-10 "The Power of New Media" Student work. Retrieved from http://schools.nyc.gov/NR/rdonlyres/1890B8B6-8131-43BB-AFC1-7E4CA4EE3EF9/0/NYCDOEG9_10LiteracyNewMedia_StudentWorkNoAnnotation.pdf

PowerPoint Slides:

- 44–53

Part 5: Introducing and Using the Connecticut Core Standards Classroom "Look Fors" Guide (75 minutes)

Activity 5a: Assessing a Video Lesson Using the "Look Fors" Guide

In Activity 5a, participants will use the CT Core Standards Classroom "Look Fors" to observe a reading lesson and determine how aligned the practices are to the CT Core Standards.

Supporting Documents:

- Discussion Prompts
- Connecticut Core Standards Classroom "Look Fors" Guide
- Connecticut Core Standards Classroom "Look Fors" Recording Sheet

Video

- *Black Boy* (Smith-Keita). America Achieves. Retrieved from http://commoncore.americaachieves.org/module/38

PowerPoint Slides:

- 54–61

Activity 5b: Debriefing a Lesson

In Activity 5b, participants will follow up the lesson review with an opportunity to develop and provide feedback on the lesson. Participants will use the *Essential Skills for Coaches Guide* to organize their feedback and review a debriefing protocol, which will help support a focused feedback session.

Supporting Documents:

- Connecticut Core Standards Classroom "Look Fors" Guide
- Essential Skills Coaches Guide

- Coaches' Observation and Debriefing Protocol

PowerPoint Slide:

- 62

Part 6: Reflection and Planning (55 minutes)

Activity 6a: Focus on Deepening Implementation

In this final section, participants will look back on the entire module series and identify content or activities that will have the highest impact in their school with colleagues to implement the CCS-ELA & Literacy. Participants will share their thoughts with their colleagues.

Supporting Documents:

- Topics and Activities from Modules 1–5
- Give One, Get One, Move On tool

PowerPoint Slides:

- 63–66

Activity 6b: Action Planning

After completing the *Give One, Get One, Move On* activity, participants will reflect on what key messages and strategies they would like to take back to their school and share with their colleagues. They will work with their school teams to develop the strategies.

Supporting Documents:

- Key Messages and Strategy Table

PowerPoint Slide:

- 67

Closing Activities (10 minutes)

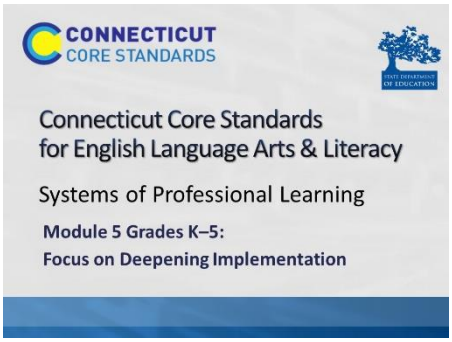
Participants will take the Post-Assessment and an online Session Evaluation

PowerPoint Slides:

- 68–73

Session Implementation

Module 5 Introduction



Slide 1

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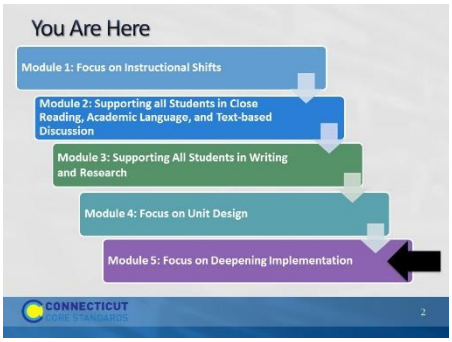
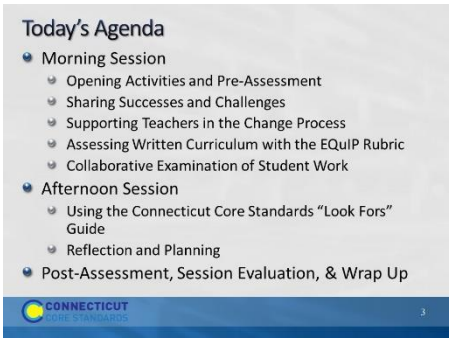


Slide 2

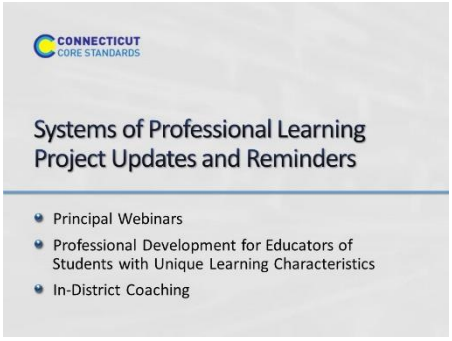
Slides 1-10, will take about 10 minutes including introductions.

This slide provides a visual showing how the topics for the professional development modules fit together. Briefly explain to participants.



Slide 3

Review the agenda, noting there will be a break for lunch as well as a short morning and afternoon break. You may want to add the importance of coming back from breaks on time to ensure enough time to complete all the work of the day.



Slide 4

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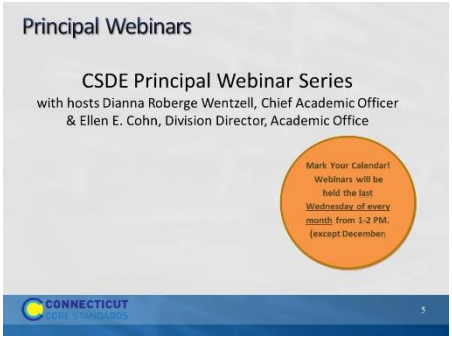
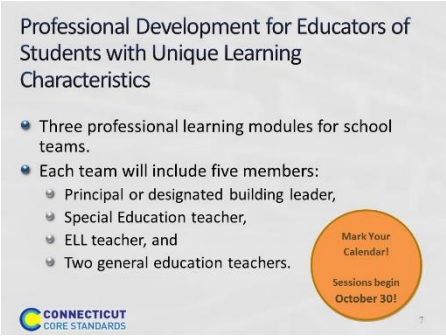


Slide 5

CSDE is hosting a series of webinars for principals this year. These are interactive sessions where principals can gain information about the Systems of Professional Learning project, ask questions, and share experiences. To register and for more information about the series, please visit ctcorestandards.org. Use the screenshot on the next slide to show participants where to look for more information.

Slide 6

More information about the sessions and registration information can be found under "Professional Development Opportunities" on the CT Core Standards website.



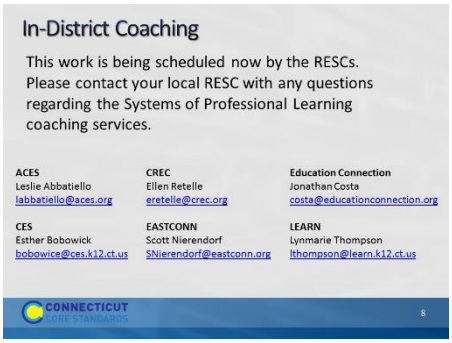
Slide 7

In partnership with the Connecticut State Department of Education, Public Consulting Group (PCG) will present a professional development series for educators working with students with unique learning characteristics. The goal of this professional development series is to enable local educators to implement CCS-aligned curriculum, instructional practices, and assessments to meet the needs of a wide variety of learners.

Participants will attend as teams to empower educators to align efforts resulting in an inclusive environment, and increase their capability to foster change in their school systems.

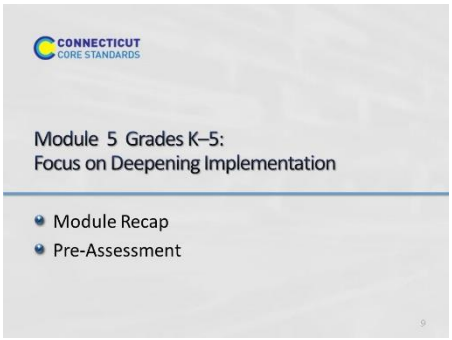
Registration is open through the PCG "RegisterMe" website and accessible on the ctcorestandards.org website under the Professional Development link.

In the first module to be offered October through December, the full team from each school, including educators who work with English language learners (ELL) and students with disabilities (SwD), will explore the importance of a culture of **academic optimism** underpinned by the belief that through high expectations, trust in students and parents, and teacher efficacy that all students can learn. The morning will provide participants an overview of the power of a growth mindset in both students and teachers and discuss implications of adopting a culture of academic optimism in their schools and the collaboration required to achieve that goal. In the afternoon, teams will form a common understanding of **Universal Design for Learning (UDL),** which provides the foundation and springboard for two subsequent modules that expand participants' ability to support all learners through using a UDL approach to planning and teaching.



Slide 8

The CSDE has announced that 66 LEAs have received an allocation of in-district coaching services to support implementation of the Connecticut Core Standards for the 2014-2015 school year. For information about your district's allocation, check with your district administration and your local RESC.



Slide 9

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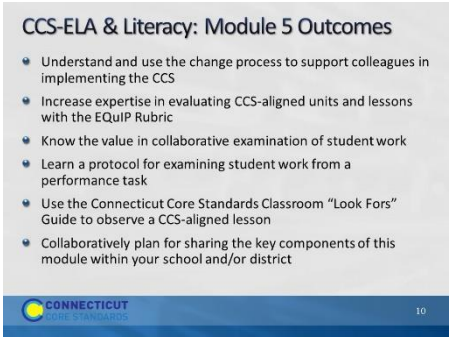
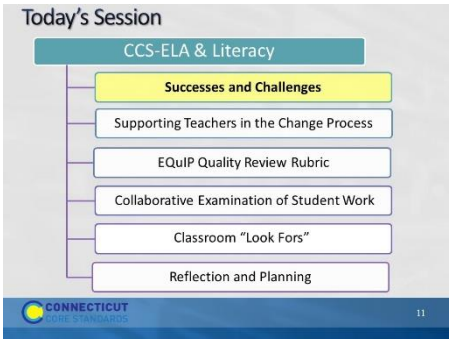


Slide 10

Review the expected outcomes. Explain that in each part of today's module, we will discuss techniques and ideas for supporting colleagues in implementing the CCS through collegial coaching.



Slide 11

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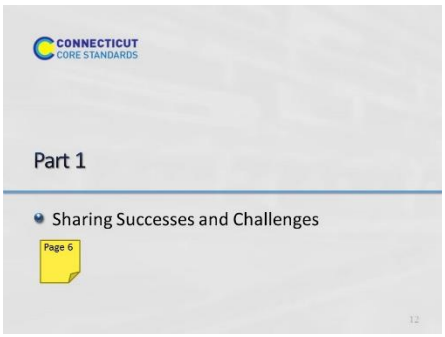
Part 1



Slide 12

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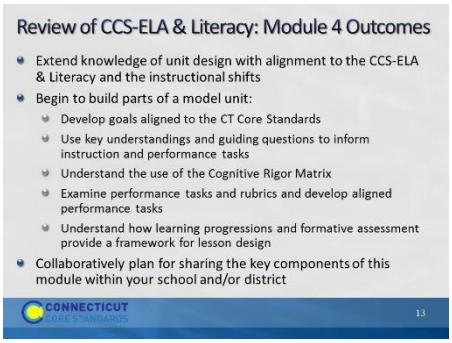
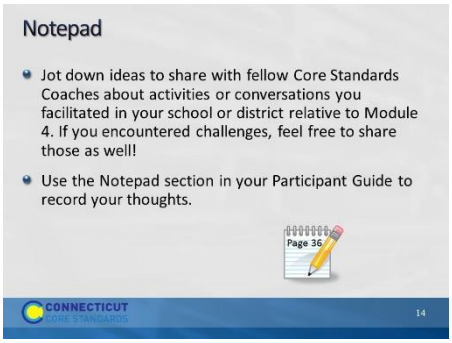
Start at 8:40

Part 1: 25 minutes total, including directions.



Slide 13

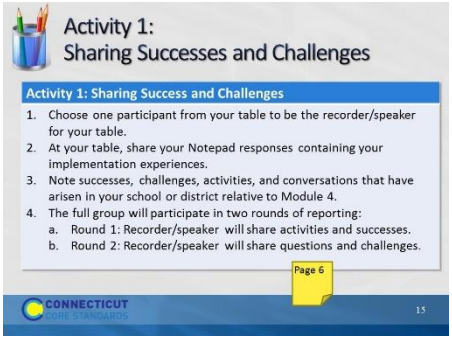
Begin by quickly reviewing the key ideas developed in Module 4. In Module 4, they looked at best practices for creating units and lessons. In this module, they will look at how to effectively implement and evaluate units, looking for alignment to the CCS, and how to support colleagues in this change process.



Slide 14

Facilitator: Remind participants that use of the Notepad is optional. Some participants like to take notes electronically.

Participants will take a few minutes to jot down in their Notepad ideas (or challenges) to share with fellow Core Standards Coaches about activities or conversations in their school or district relative to Module 4. You may want to go back to slide 8 so participants can view the topics from Module 4.



Slide 15

Activity 1: 20 minutes total for this activity.

Materials:

Chart Paper

Topics list in the Participant Guide (also found on Slide 8)

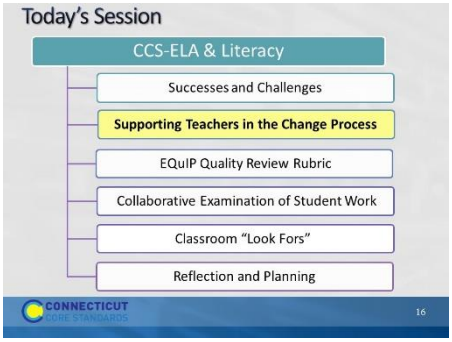
Facilitator: At table groups, participants will pick a recorder/speaker and share their implementation experiences.

1. At your table, share your Notepad responses containing your implementation experiences.
2. Note successes, challenges, activities, and conversations you have had in your school or district relative to Module 4.
3. Choose one participant from your table to be the recorder/speaker for your table.
4. Afterwards, using a whip around the room (or last man standing) tables will first share successes/activities coaches were able to accomplish.

5. Next, we will conduct a second whip around the room and tables will share their implementation challenges and questions which may have been raised in their district or school.

After the short-group discussions, lead a brief large-group discussion and chart questions that have come up regarding Module 4, either for the participants or for the teachers with which they work.

The facilitator will transition to Part 2 by explaining that the remainder of Module 5 will provide tools and strategies for collaboratively deepening understanding, assessing the alignment of written curriculum and enacted instruction, and supporting colleagues in fully implementing the CCS-ELA & Literacy.



Slide 16

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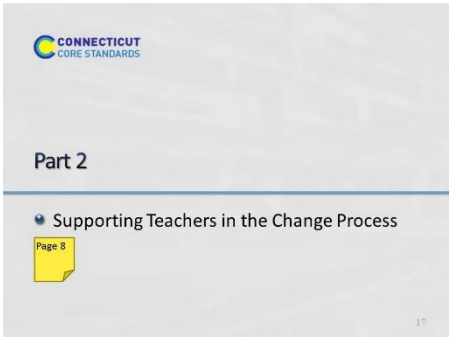
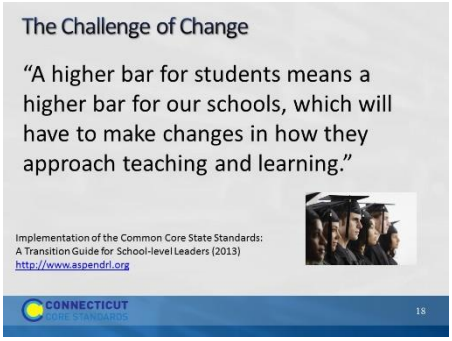
Part 2



Slide 17

60 minutes. Introductory and informational slides take 15 minutes. Activities 2a and 2b take 20 and 25 minutes respectively.



Slide 18

Ask participants to reflect on the challenges that were discussed in Part 1.

What were the reasons for some of the challenges? How many of them had to do with staff who may be resistant to change? Why is change a challenge when implementing new policies, curriculum, or standards?

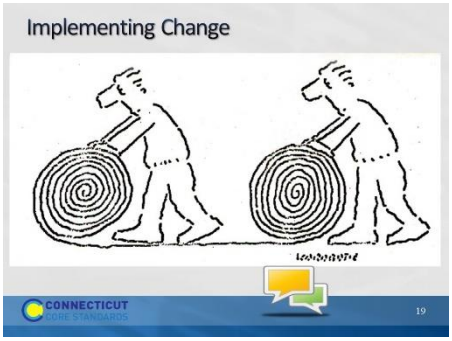
Full quote and source: "The Common Core State Standards (CCSS) build on the highest state standards in the United States, defining the knowledge and skills students need to succeed in college and careers and increasing our expectations to the level of other high-performing countries. A higher bar for students means a higher bar for our schools, which will have to make changes in how they approach teaching and learning."

Implementation of the Common Core State Standards

A Transition Guide for School-level Leaders

Developed by the Aspen Institute Education and Society Program, Education First, Insight Education Group, Student Achievement Partners and Targeted Leadership Consulting

September 2013
http://www.aspendrl.org/portal/browse/DocumentDetail?documentId=1882&download



Slide 19

Have participants discuss this image.

Ask, *"How does this image represent what sometimes happens when change is implemented? Can you think of an example?"*

Follow-up: "*Why does that happen? How does this relate to implementing CCS?"*

Possible talking points:

Most of us can think of a time that made us feel or act this way.

- We purchase or train in a program, and the standards change.
- We start heading in one direction, and the administration or the policies change.
- We are so overloaded with initiatives, we don't know which way to go first.

Slide 20

From G.E. Hall & S.M. Hord (2011) Implementing change: Patterns, principals, and potholes (4th ed.). Retrieved from https://www.aea267.k12.ia.us/assessment/concerns-based-adoption-model-cbam/important-components-of-cbam/principles-of-change/

There are actually 10 principles, but detail is provided here for the 4 bulleted above.

Change is Learning:

When change is introduced, learning needs to occur to make the change possible.

Those involved need to learn about the change, and learn new skills to make the change possible.

Change is a Process, Not an Event:

According to Hall and Hord (2011) "Change is a process through which people and organizations move as they gradually learn, come to understand, and become skilled and competent in the use of new ways."

When change is thought of as an event, time for learning is no longer available and the change may not be implemented 100% effectively.

Change can take up to, if not more than, five years to become implemented effectively. If one is thinking of change as an event, they may expect the change to occur overnight, and become discouraged and give up when this doesn't happen.

Organizations Adopt Change - Individuals Implement Change:

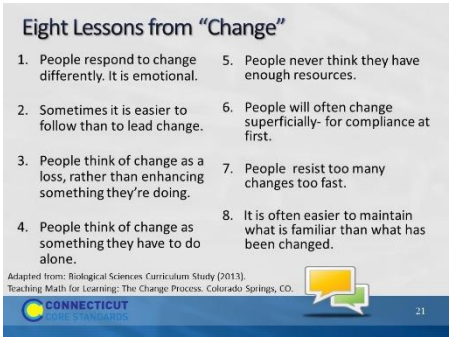
Successful change starts and ends at the individual level.

People will adjust to and learn aspects of the change at different levels of understanding, investment, and time.

Hall and Hord (2011) stress the importance of moving slowly from the current practice to the new practice (practice that includes the change initiative) rather than leaping from one to the other. In their text, *Implementing Change*, they refer to this idea as an implementation bridge. Individuals need to start at one side of the bridge, and with support from leaders, slowly move to the other side of the bridge.

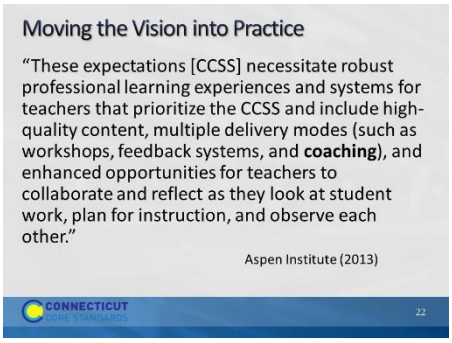
Facilitating Change is a Team Effort

It is important to make sure that everyone involved in the change initiative is doing their part. The process of change will go a lot smoother if everyone is doing their share and their part.



Slide 21

Consider these "lessons" through the lens of implementing the CCS. Ask the participants to choose the "lesson from change" that most resonates with them. Discuss at their table which lesson they chose and why. Ask them to discuss what an effective teacher or school leader could do to change that thinking. If you have time, share out with the big group and discuss if there are any 'trends' they could identify.



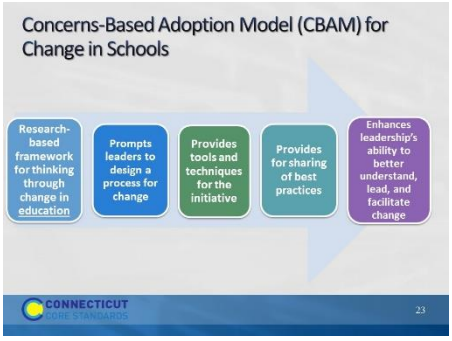
Slide 22

Slide provides a transition to CBAM.

Ask participant to read the quote.

Relate back to "higher bar" (slide 13), and the change process. Ask, "*How must we consider the change process in professional learning about the Common Core? How can we gauge where teachers are and what they need next?*"

Reference: Implementation of the Common Core State Standards: A transition guide for school-level leaders. (September 2013). Washington, DC: Aspen Institute.



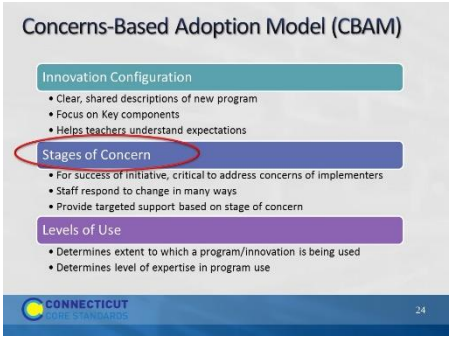
Slide 23

Explain that CBAM is a highly respected framework that has been used for nearly 25 years for thinking through change in school. While much of it is aimed at a management level, there are tools within the framework that are useful for those in coaching positions.

A change management model can help assist in successfully driving change by:

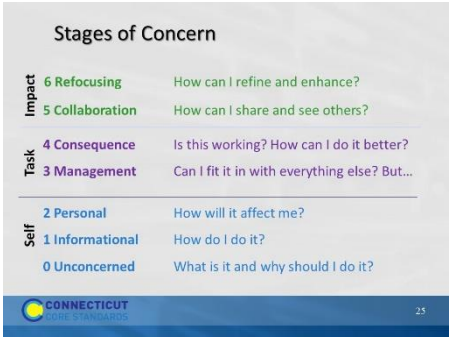
- Introducing a framework for thinking through change
- Prompting leaders to design a process for change and creating conditions for success
- Providing tools and techniques for the initiative
- Providing for sharing of best practices
- Enhancing leadership's ability to lead and facilitate change

Reference: http://www.sedl.org/cbam/



Slide 24

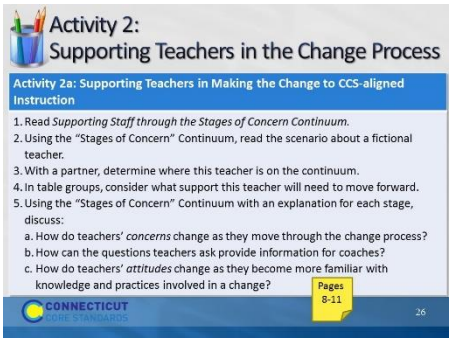
CT Core Coaches may find one piece of the three-part framework particularly useful in thinking about where teachers are with regard to change, and how our responses can be guided by their level of concern.



Slide 25

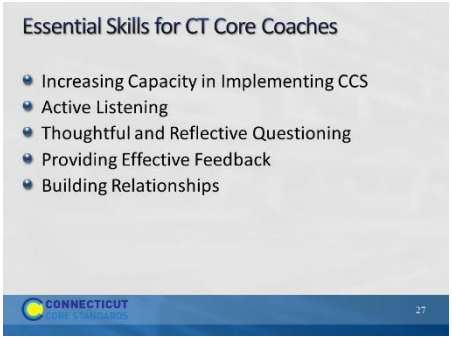
Staff members (and teams) go through stages of change and concerns at different rates until they finally get to a stage of impact (i.e., acceptance, enhancement, and collaboration). Some staff members can get "stuck" and not move off of a stage.

- The lower three stages are focused on oneself, a clue of which might be the use of "I" and "me", as in "I am frustrated." For educators, the "Why" really needs to focus on why the change will benefit students.
- The middle stages (management/consequence) are focused on mastery of tasks to the point they become routines and are easier to do, a clue of which might be the use of "it" or a reference to the activity, not the self. An example that a person is struggling at the management level could be a statement like, "Prioritizing my use of time and the management of paper work is killing me!"
- The upper Stages of Concern are focused on the results and impact of the activity, a clue of which might be the use of pronouns which refer to clients, protégés, or participants who receive the benefits of the activity. Examples might include, "The students are really learning better since I started using that strategy. "



Slide 26

20 minutes. Resource: http://www.sedl.org/cbam/actions_to_support_change.html

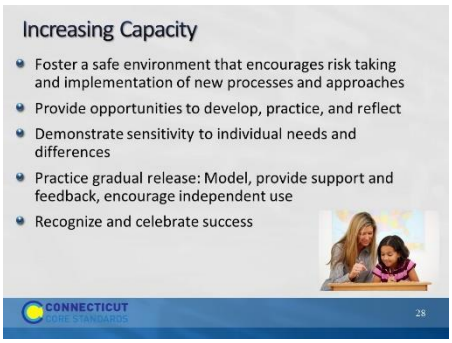


Slide 27

The information on this slide is an amalgam of coaching skills from various sources that relate to the role of a CCS coach.

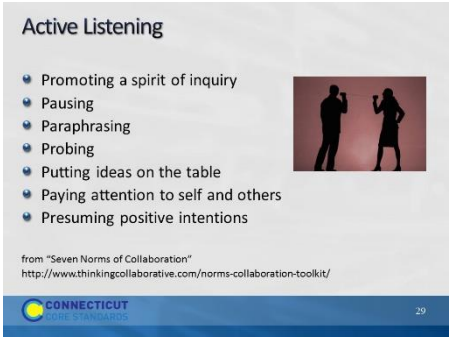
Acknowledge that CT Core Coaches may be experienced coaches, or they may be teacher leaders or administrators who find themselves in a coaching role. The following slides describe the roles of coaches. Encourage the "professional" coaches to share insights and experiences to help those who do not coach on a regular basis.

The next 5 slides are informational. Be sure to encourage experienced coaches to add to the list or to reflect on the importance of each skill.



Slide 28

Review the ways for increasing capacity.



Slide 29

Explain that these "norms," while intended as tools for collaborative groups, are equally useful for facilitators and coaches to incorporate and reflect on in their work. If a coach or facilitator practices these active listening/collaboration "norms," it often brings the other participants into the same mode without introducing them as norms.

1. Promoting a Spirit of Inquiry

Exploring perceptions, assumptions, beliefs, and interpretations promotes the development of understanding. Inquiring into the ideas of others before advocating for one's own ideas is important to productive dialogue and discussion.

2. Pausing

Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.

3. Paraphrasing

Using a paraphrase starter that is comfortable for you – "So…" or "As you are…" or "You're thinking…" – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.

4. Probing

Using gentle open-ended probes or inquiries – "Please say more about…" or "I'm interested in…" or "I'd like to hear more about…" or "Then you are saying…" increases the clarity and precision of the group's thinking.

5. Putting ideas on the Table

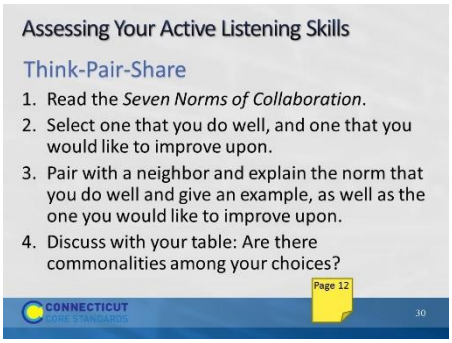
Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: "Here is one idea…" or "One thought I have is…" or "Here is a possible approach…" or "Another consideration might be…".

6. Paying Attention to Self and Others

Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.

7. Presuming Positive Intentions

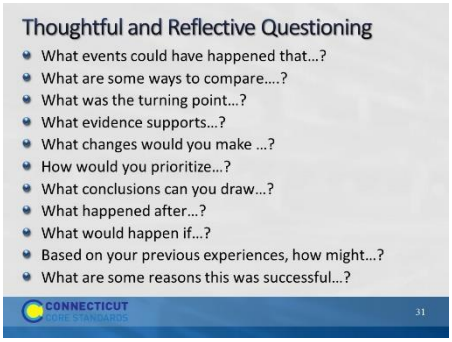
Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.



Slide 30

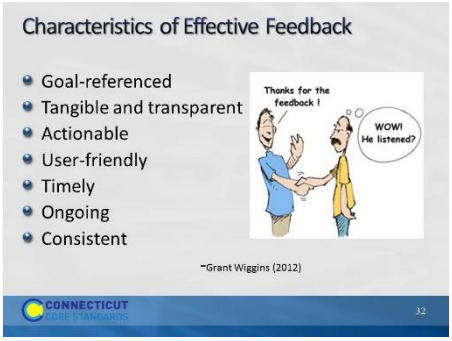
Facilitator, you may give an example to start the activity. It may be a skill that you have actively worked to increase and how it has improved your meetings, etc.

This activity should take no more than 10 minutes. Remind participants to keep their discussion in the context of CCS coaching.



Slide 31

These are question stems that may be useful for CCS coaches. Do they have others they can add that work well for them? Relate these stems to the norms of "pausing," "paraphrasing," and "probing for specificity."



Slide 32

Effective feedback is key to teachers' growth. It will also assist teachers in better understanding the changes that they need to embrace as their school adopts new curriculum and instructional practices. Teachers receive feedback during their annual evaluation process, but many times it does little to help teachers identify ways to improve their skills and their students' achievement levels. As you review the slide, reinforce this important step in supporting teachers in their professional growth throughout the school year.

Grant Wiggins- helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent.

Goal Referenced- At the beginning of the school year sit down with teachers to determine what they want to focus on in their instruction and student learning

Tangible and Transparent-

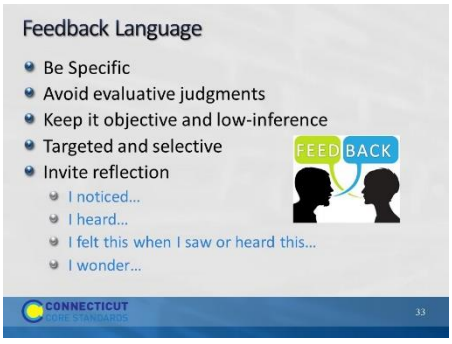
Actionable-

User-friendly-

Timely-

Ongoing-

Consistent-



Slide 33

This slide is a transition to watching a coaching session in action. Review how language is important to ensure that teachers are not putting up barriers to improvement. Be sure to relate back to Seven norms. Review with participants the guidelines for providing effective feedback to teachers.

Be Specific

Avoid evaluative judgments

Speak about what was observed

Give with care

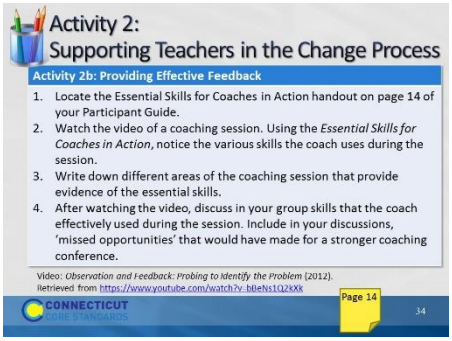
Invite reflection

I noticed…

I heard…

I felt this when I saw or heard this…

I wonder…

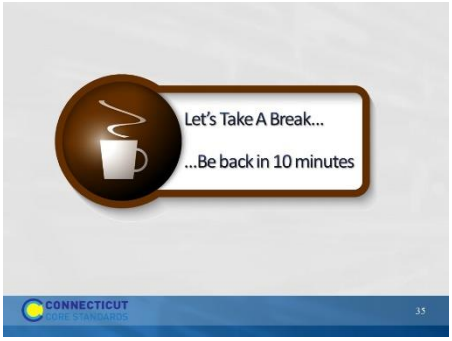


Slide 34

25 minutes

Direct the participants to the *Essential Skills for Coaches in Action* in their Participant Guide. Review the expectations of the activity before starting the video (https://www.youtube.com/watch?v=bBeNs1Q2kXk).

Once they have viewed the video, ask the participants to discuss the video and their notes regarding evidence of the essential skills that were present during the conference. Ask them to also note what missed opportunities they saw that would have made for stronger professional learning for the teacher.

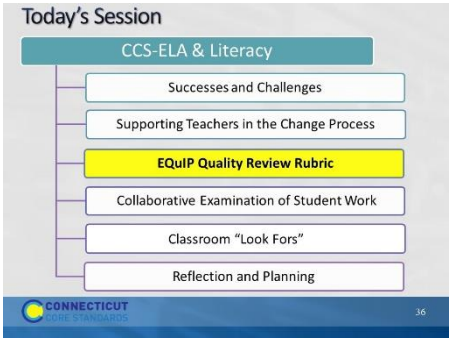


Slide 35

About 10:05

The break should be 10 minutes. Remind participants to try to be timely in their return.

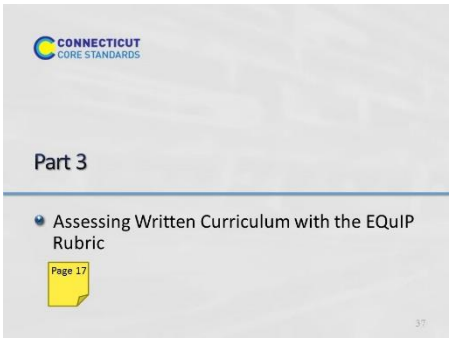
Alternately, could break a little later, between Activities 3a and 3b.



Slide 36

40 minutes

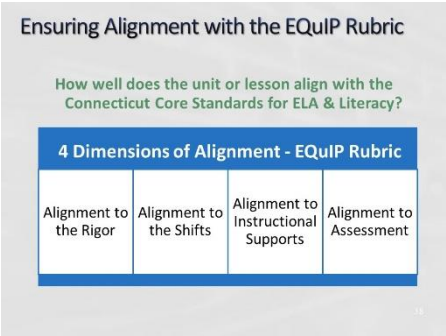
Part 3



Slide 37

Starts at 10:15

Part 3: 60 minutes total, including introduction.



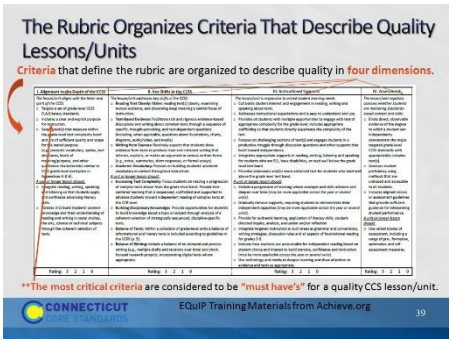
Slide 38

In Activity 2, participants will become familiar with the EQuIP Rubric to determine if a lesson is aligned to the CCS for ELA & Literacy. Participants will be involved with several activities to help understand its purpose and value. They will discuss how this tool can be used by teachers and teacher leaders to ensure quality design of CCS-aligned units and lessons.

Educators Evaluating Quality Instructional Products (EQuIP) is a collaborative of states working to increase the supply of quality instructional materials that align with the Connecticut Core Standards for use in elementary, middle, and high schools. This rubric was developed by Massachusetts, Rhode Island, and New York as the Tri-State Rubric, with the assistance of Achieve. The rubric is now available for use by all states.

The rubric helps educators examine the following dimensions:

1. **Alignment to the rigor of the Connecticut Core Standards for ELA & Literacy**: For example, are the standards identified and addressed? Is the purpose of instruction clear? Are appropriately complex texts used?
2. **Key areas of focus**: 1) content-rich text; 2) reading closely; 3) purposeful writing; 4) academic language
3. **Instructional supports**: engagement; variety of opportunities to engage with challenging text; scaffolding for all learners
4. **Assessment**: observable evidence that students are working towards proficiency on specified standards; use of aligned rubrics to assess writing



Slide 39

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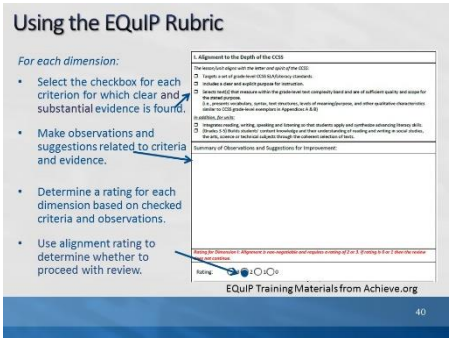
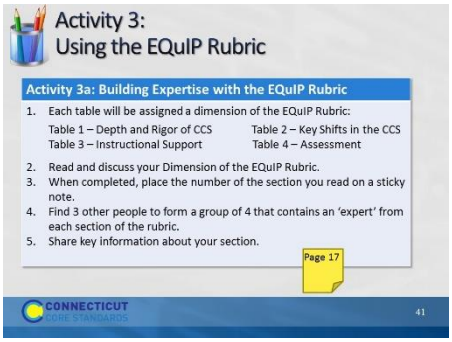


Slide 40

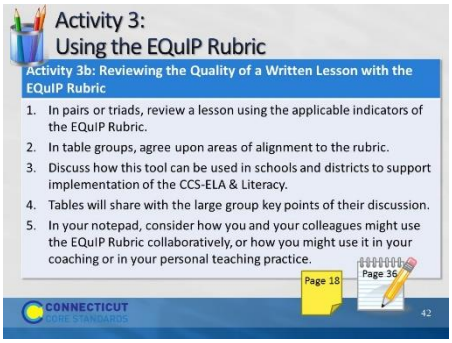
This slide illustrates how quality review rating teams use the rubric. Explain to participants that if the unit/lesson is not well aligned in Dimension 1, the review doesn't continue. Have them read the criteria in Dimension 1, then show the feedback example on the next slide.



Slide 41

15 minutes

Using a jigsaw protocol, table groups will read, discuss, and build expertise on one section of the EQuIP Rubric. Participants will then remix with "experts" from other sections to share key information about their section of the rubric. With the full group, participants will briefly discuss how closely the current units and lessons they use might fare when evaluated with the EQuIP Rubric. Point out that the EQuIP Rubric is not used to evaluate teaching performance, it is solely used to evaluate units and lessons.



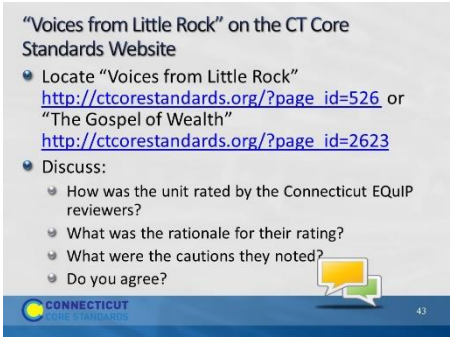
Slide 42

30 minutes

In pairs or triads, participants will review a lesson using the applicable indicators of the EQuIP Rubric. Table groups will discuss areas of alignment to the rubric and how this tool can be used in their schools and districts to support implementation of the CCS-ELA & Literacy. Tables will share with the large group key points of their discussion.

Resources:

- EQuIP Rubrics for Lessons and Units: http://www.achieve.org/files/EQuIP-ELArubric-06-24-13-FINAL.pdf
- 6-8: Voices from Little Rock: Understanding the Civil Rights Movement through Primary Sources. Grade 8 Social Studies: Lesson 8 - Reading Brown vs. Board of Education. Retrieved From: http://ctcorestandards.org/?page_id=526
- 9-12: Andrew Carnegie: "The Gospel of Wealth" (1889) – A Close Reading Grade 11. Retrieved from: http://ctcorestandards.org/?page_id=2623
- Notepad: Reflection on EQuIP Rubric.



Slide 43

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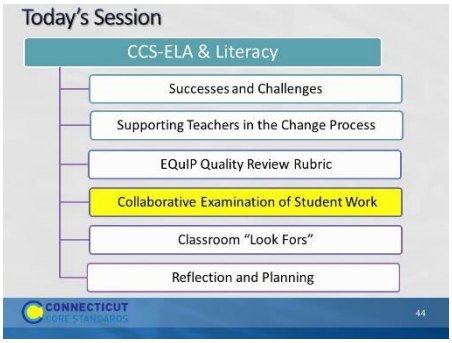
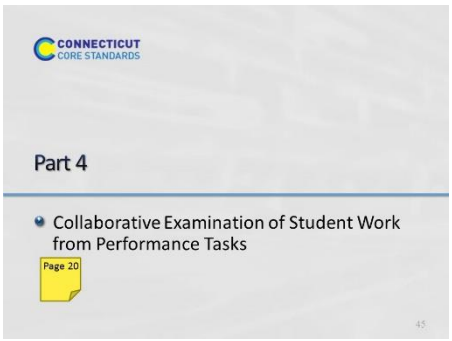


Slide 44

40 minutes

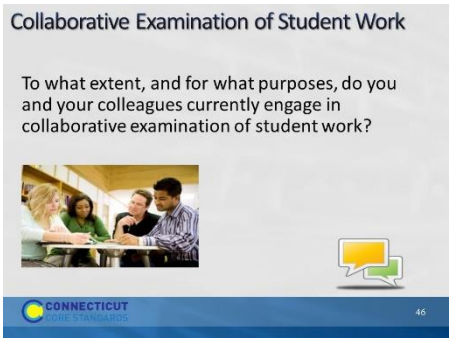
Part 4



Slide 45

Estimated Start time 11:20

Part 4, 70 minutes



Slide 46

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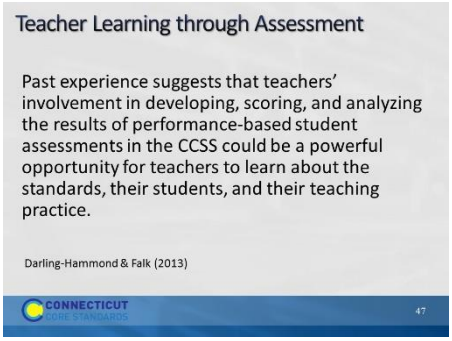
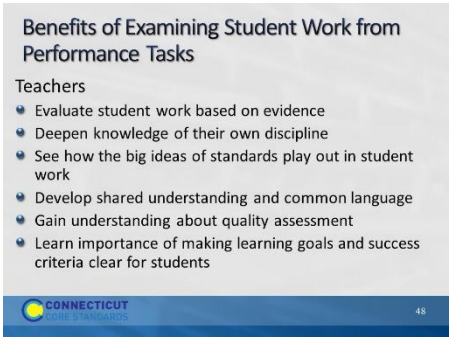


Slide 47

Introduce the article by explaining that this paper was written by Linda Darling-Hammond (professor at Stanford University, known for her leadership and scholarly work in education policy and practice, specifically school restructuring, teacher education, and educational equity) and Beverly Falk (a professor at CCNY School of Education and a senior scholar at the Stanford Center for Assessment, Learning, and Equity.) Both are authors of numerous publications and hold distinguished positions on various editorial boards and national commissions.

The paper, written for the Center for American Progress, is intended to explain and promote the importance of collaborative examination of student work from performance assessments to the implementation of the CCSS.

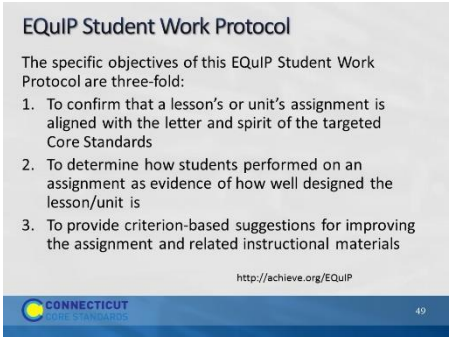


Slide 48

Remind participants of information shared in Module 4.

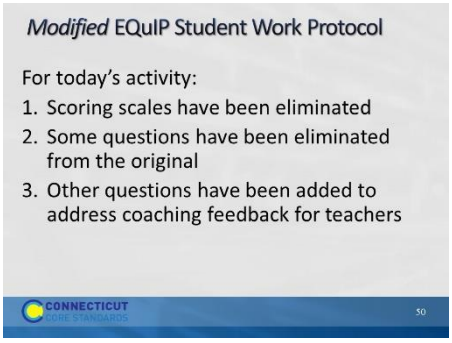
Performance tasks reveal deep understanding and assess key knowledge and skills.

- Provides an authentic context with relevance for students
- Gives specific expectations and success criteria for students
- Emphasizes the application and use of knowledge and skills
- Reveals student understanding and transfer
- Rated with a rubric to measure different aspects of the task



Slide 49

- The ultimate goal of the CT Core Standards is to prepare all students with the knowledge and skills they need for postsecondary success.
- The EQuIP Student Work Protocol is designed to establish or articulate the relationship between student work and the quality and alignment of instructional materials that *previously* have been reviewed using the EQuIP quality review process.
- Focusing on this relationship enables educators to develop a common understanding of the challenging work required by the CCS.
- Furthermore, analyzing this relationship will also assist in closing the gap between what students are learning and the expectations embodied in assignments, as well as verifying what students are being taught and what they have learned, remembered, and incorporated into their knowledge and skills.
- (excerpt from http://www.achieve.org/files/ELA%20Student%20Work%20Protocol%20FINAL_1.pdf)



Slide 50

- The ultimate goal of the Common Core State Standards (CCSS) is to prepare all students with the knowledge and skills they need for postsecondary success.
- The EQuIP Student Work Protocol is designed to establish or articulate the relationship between student work and the quality and alignment of instructional materials that *previously* have been reviewed using the EQuIP quality review process.

- Focusing on this relationship enables educators to develop a common understanding of the challenging work required by the CCS.
- Furthermore, analyzing this relationship will also assist in closing the gap between what students are learning and the expectations embodied in assignments, as well as verifying what students are being taught and what they have learned, remembered, and incorporated into their knowledge and skills.
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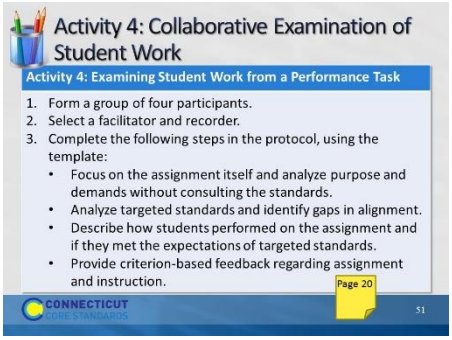
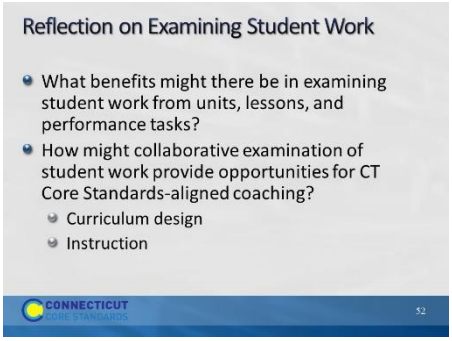


Slide 51

55 minutes

Resources:

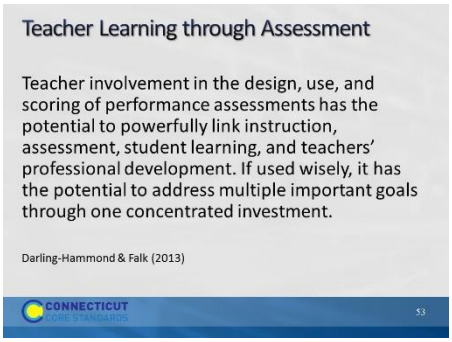
- Modified EQuIP Student Work Protocol
- Common Core-aligned Performance Tasks and Student Work
  - Grades 9-10 Performance Task from NYC Department of Education. Retrieved from http://schools.nyc.gov/NR/rdonlyres/8C901879-B581-437F-8531-2EF5BF51FAB7/0/NYCDOEG9_10LiteracyNewMedia_Final.pdf
  - Grades 9-10 Student work from “The Power of New Media”. Retrieved from http://schools.nyc.gov/NR/rdonlyres/1890B8B6-8131-43BB-AFC1-7E4CA4EE3EF9/0/NYCDOEG9_10LiteracyNewMedia_StudentWorkNoAnnotation.pdf



Slide 52

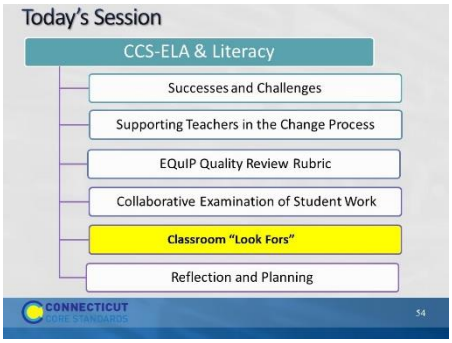
Possible points from Darling-Hammond & Falk (2013) article:

- Providing teachers with more direct and valid information about student progress than is offered by traditional assessments, especially on the deeper learning skills that characterize the Common Core State Standards.
- Enabling teachers to engage in evidence-based work: reflecting more clearly and analytically on student work to inform their instructional decisions.
- Yielding information that enhances teachers' knowledge of students, standards, curriculum, and teaching, especially when scoring is combined with debriefing and discussing next steps with other teachers.



Slide 53

Use this quote to wrap Part 4 and provide a lead in to Part 5, Classroom "Look Fors."



Slide 54

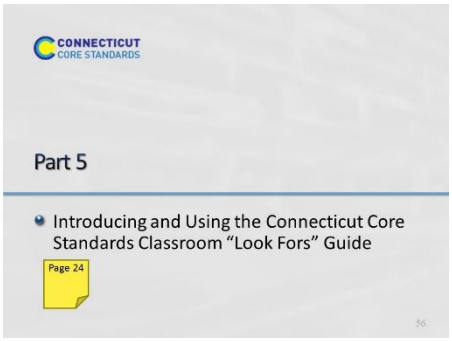
40 minutes

Slide 55

Estimated time for lunch: 12:30 – 1:15

Remind participants of the need to be timely. Allow 45 minutes. State time to return.

Part 5

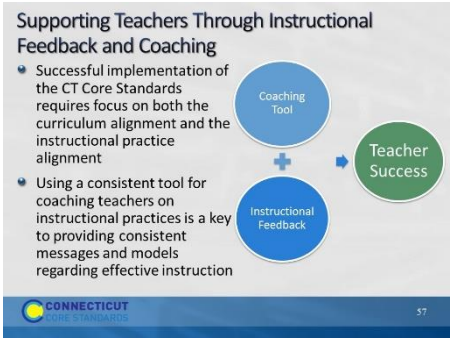


Slide 56

Approximate start time 1:15

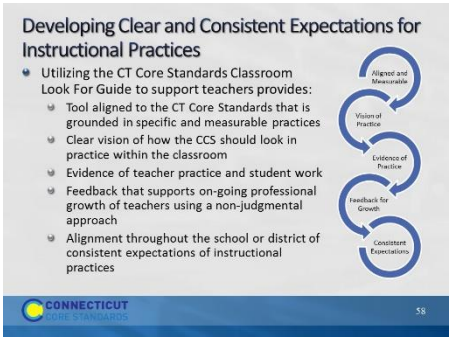
75 minutes.

Introductory slides take 15 minutes



Slide 57

This slide is intended as the introduction/rationale to the CT Core Standards Classroom "Look Fors" tool that CT has created for to both teachers and coaches to use when observing a well aligned lesson for feedback and coaching. The "Look Fors" tool was built from the Instructional Practice guide, used nationwide, and has been specially modified to guide CCS-aligned instruction in a non-evaluative way. Using a consistent tool that all staff are aware of provides for consistent messages and makes for deeper understandings of practice.



Slide 58

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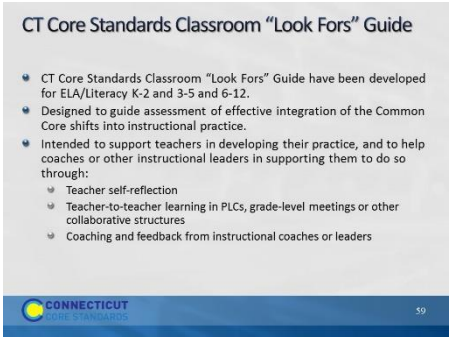
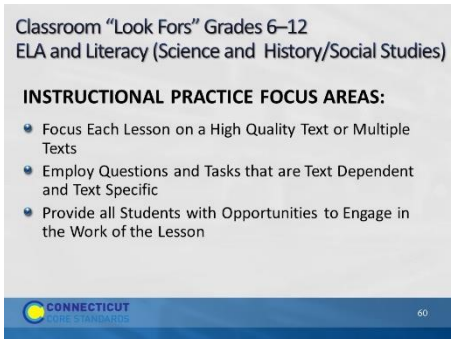


Slide 59

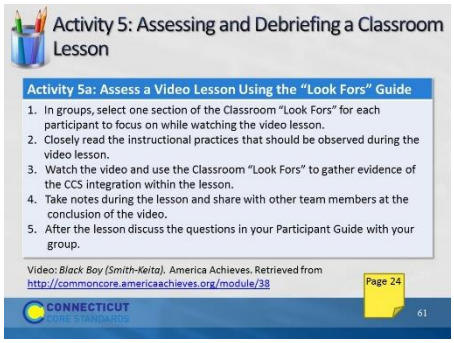
This guide has been recently developed by the CSDE for all schools. The Classroom "Look Fors" Guide is based on the Instructional Practice Guide from Student Achievement Partners. However, let

participants know that the state has made additions based on feedback from teachers and districts. The laminated version can be used as a flipbook that will provide additional supports for coaches as they observe lessons.



Slide 60

Review the slide and briefly review each area. The participants will be taking a closer look before they observe the video lesson.

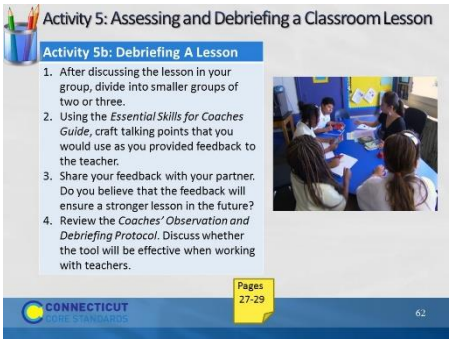


Slide 61

30 minutes

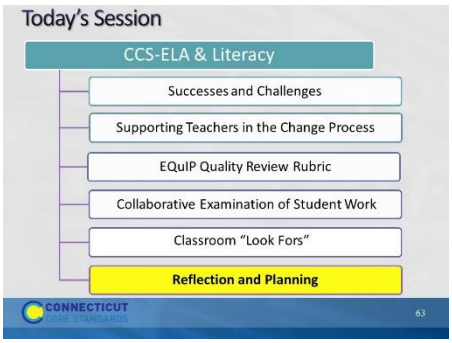
Video: America Achieves. *"Black Boy (Smith-Keita)"* Retrieved from http://commoncore.americaachieves.org/module/38

In this section, coaches will be using the Classroom "Look Fors" guide to observe a lesson. It is important not to expect the coaches to focus on all five areas so remind them to divide up sections amongst the members of their group. After they have watched the video they should spend time discussing what they saw and what was put into their notes. Direct them to discussion questions in the Participant Guide.



Slide 62

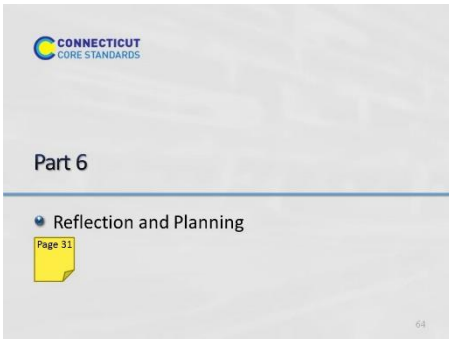
Once they have discussed the lesson, they are going to practice providing coaching as if they were the instructional coach for this teacher. They will be using the same Essential Skills for Coaching Tool that they used earlier in the module. They will write down feedback, including questions, and then with a partner discuss how they would approach the teacher to improve instruction for the future. If there is time to share out with the big group, you may want to do that.



Slide 63

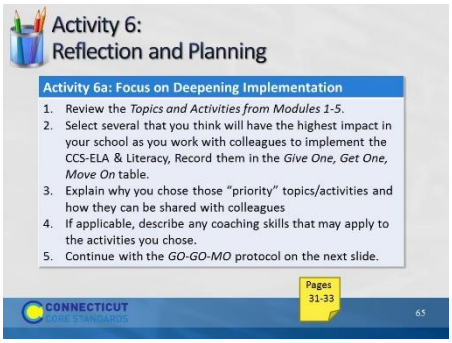
40 minutes

Part 6



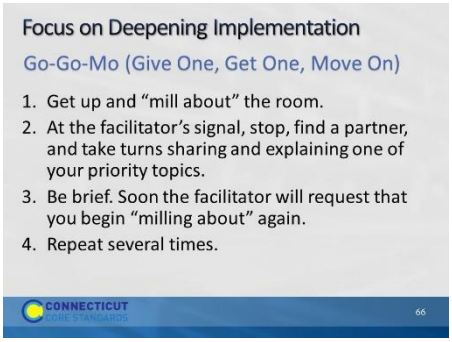
Slide 64

55 minutes



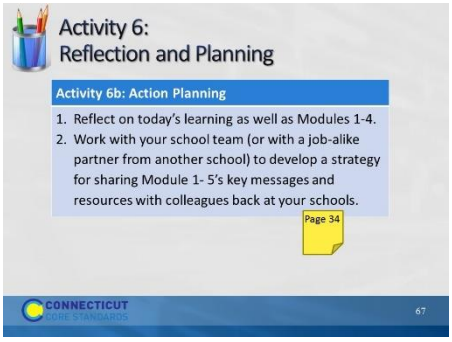
Slide 65

30 minutes with GO GO MO (Slide 60)



Slide 66

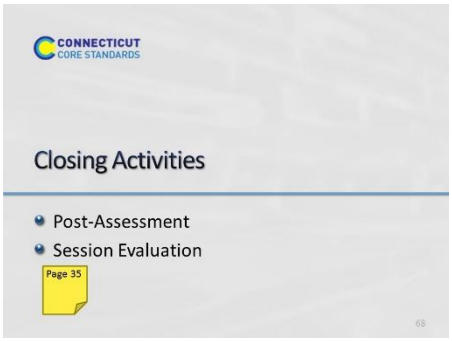
Facilitator, adjust time for your group.



Slide 67

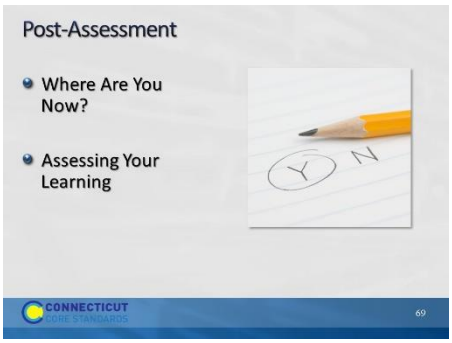
(Allow 30 minutes for this activity; adjust time as needed.)

Closing Activities



Slide 68

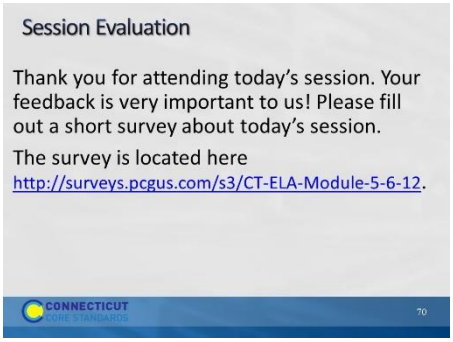
10 minutes



Slide 69

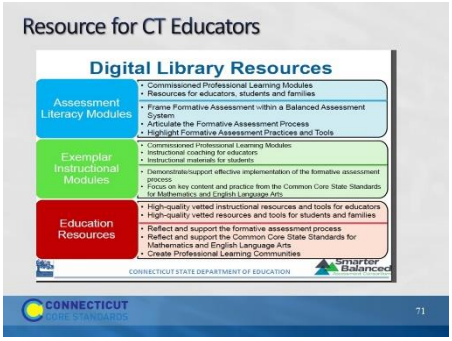
The Post-Assessment will be the same as the Pre-Assessment they took at the beginning of the session. This assessment is to gauge their learning based on the activities of the morning. They will find the Post-Assessment in the Participant Guide **(3-4 minutes)**.

Ask for further thoughts, questions.



Slide 70

Remind participants to complete the online Session Evaluation. The survey is located here http://surveys.pcgus.com/s3/CT-ELA-Module-5-6-12. Ask for further thoughts, questions.



Slide 71

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